

# **Issues and Improvement Suggestions in the Cultivation of New Business Talent in Applied Universities of Hubei Province**

**Lisha Xie\*, Jing Zhao**

*School of Economic and Management, Hubei Business College, Wuhan, Hubei, China*

*\*Corresponding Author.*

**Abstract:** With the development of the economy and the transformation of industrial structure, new business education is becoming increasingly important in cultivating talents that meet market demand. However, there are some problems in the cultivation of new business talents in applied universities in Hubei Province, including a single teaching mode, curriculum lagging behind industry demand, insufficient school enterprise cooperation, insufficient teaching staff, and poor student employment adaptability. The main problems stem from industrial transformation and lagging education, imperfect school enterprise cooperation mechanisms, limited allocation of teaching resources, inadequate practical abilities of teachers, and unclear career planning for students. To address these issues, it is recommended to take the following measures: establish a dynamic curriculum system to synchronize industrial development, deepen school enterprise cooperation to enhance practical abilities, strengthen teacher training to improve professional practice levels, and establish a systematic career planning and employment guidance mechanism. These measures aim to improve the quality of new business talent training, enhance the market competitiveness of graduates, and promote regional economic development and industrial upgrading.

**Keywords:** New Business Talent Cultivation; Applied Universities; Teaching Model; School-enterprise Cooperation

## **1. Introduction**

With the transformation of the global economic structure, new business education encompasses emerging fields such as digital economy, cross-border e-commerce, and smart

business, posing new challenges for university talent cultivation<sup>[1]</sup>. As an economic center in central China, Hubei Province has an increasing urgent demand for compound talent in new business due to industrial upgrading. This paper analyzes the main issues in new business talent cultivation in applied universities in Hubei Province and proposes relevant improvement suggestions to better match market demands and enhance talent cultivation quality. Hubei Province, as an important economic province in central China, has seen a significant increase in the demand for new business talent in recent years as the industrial economic structure gradually optimizes and upgrades. However, whether the existing talent cultivation models in universities can meet the demands of industrial development still needs further exploration. This paper aims to analyze the current status and problems of new business talent cultivation in applied universities in Hubei Province, explore the causes of the disconnect between university education and industrial demand, and provide improvement measures and strategic suggestions for enhancing talent cultivation quality, optimizing curriculum design, and deepening school-enterprise cooperation.

## **2. Current Situation of New Business Talent Cultivation**

### **2.1 Definition and Development of New Business**

New business combines traditional business with emerging technologies, covering fields such as digital economy, e-commerce, smart logistics, and blockchain. The demand for new business talent in enterprises has shifted from traditional business management to data analysis and digital marketing skills, requiring universities to update talent cultivation goals and teaching content to respond to rapid

market changes<sup>[2]</sup>. For example, companies like Alibaba and JD.com have an increasing demand for new business talent, especially professionals with cross-border e-commerce operation, data analysis, and customer management skills<sup>[3]</sup>. These companies require recruits to have strong business knowledge while being proficient in e-commerce platforms and data analysis tools.

The development of new business is closely linked to the global digital economy transformation. Business operation models are shifting from traditional offline to online, making data-driven businesses like business intelligence and customer relationship management the new normal. Research by McKinsey shows that digital transformation has become a core issue for global enterprises<sup>[4]</sup>. In China, companies like Pinduoduo and ByteDance have driven the rise of “new consumption,” leading to rapid growth in demand for new business talent in fields like digital marketing and social e-commerce.

## **2.2 Positioning of New Business Education in Applied Universities**

Applied universities aim to cultivate practical talent that can directly meet workplace demands. Particularly in the field of new business, applied universities bear the mission of nurturing compound and innovative talent<sup>[5]</sup>. These universities enhance students’ practical skills through school-enterprise cooperation, training bases, and innovation and entrepreneurship education<sup>[6]</sup>. Their teaching goals are to achieve talent supply-demand alignment through “integration of production and education,” thus improving students’ employability<sup>[7]</sup>.

## **2.3 Current Situation of New Business Talent Cultivation in Hubei Province**

In recent years, Hubei Province has vigorously promoted industrial upgrading projects such as “Digital Hubei” and “Smart Manufacturing.” The implementation of these policies has significantly increased the demand for new business talent, especially in e-commerce, digital marketing, and financial technology sectors. This changing demand presents new challenges for universities in talent cultivation, requiring them to provide professionals who can adapt to industrial transformations. According to the 2023 Industrial Development

Report released by the Hubei Provincial Development and Reform Commission, the share of emerging industries in the province’s GDP has been increasing year by year. The report also indicates that in the digital economy sector, the demand for interdisciplinary, compound talent among Hubei enterprises is growing at an annual rate of over 15%, providing important reference for new business education. However, some applied universities in Hubei still face issues such as outdated curriculum design and insufficient practical teaching in new business talent cultivation, resulting in poor employment adaptability among students.

## **3. Problems in New Business Talent Cultivation**

### **3.1 Single Teaching Model**

Currently, the cultivation of new business talent generally adopts a traditional teaching model where teachers impart knowledge through classroom lectures, textbook readings, and fixed assignments. This teacher-centered approach, while efficient for theoretical knowledge transmission, is significantly lacking in developing practical skills and innovative thinking<sup>[8]</sup>. Particularly for new business majors, where the market environment changes rapidly, practical abilities are crucial for students’ career development. However, many schools’ course designs fail to fully reflect this, with a low proportion of practical courses and limited opportunities for students to gain practical experience on campus.

The lack of practical abilities leads to students struggling to respond flexibly to complex workplace problems. They may have a good theoretical foundation, but often show inadequate performance when handling business tasks in practice.

### **3.2 Outdated Curriculum Design**

Important disciplines in the new business field, such as e-commerce, marketing, and digital finance, are significantly influenced by technological advancements and market changes. Particularly in internet and big data-driven business models, companies’ requirements for talent have dramatically shifted<sup>[9]</sup>. For example, the rise of e-commerce platforms has changed traditional retail, with

companies placing greater emphasis on employees' digital operation, data analysis, and online marketing skills. However, the speed of curriculum updates in universities has noticeably lagged behind these changes, with course content failing to help students meet new market demands<sup>[10]</sup>.

Some applied universities in Hubei are still using e-commerce textbooks from several years ago, which do not cover current mainstream models like short video e-commerce and social e-commerce. The outdated curriculum content leads to graduates struggling to meet companies' requirements for emerging technologies and business models, increasing training costs for enterprises and prolonging students' adaptation period after entering the workforce.

### **3.3 Insufficient Depth of School-enterprise Cooperation**

School-enterprise cooperation is a crucial part of new business talent cultivation, helping students integrate classroom learning with real work, thereby cultivating their abilities to face workplace challenges<sup>[11]</sup>. However, many universities' school-enterprise cooperation remains at a superficial level. For example, enterprises may only offer short-term internship opportunities or visit activities without deeply participating in course design or talent cultivation processes, resulting in low resource utilization in school-enterprise cooperation.

Projects from some universities in Hubei show that most internship positions only provide basic administrative tasks or simple operational processes, without allowing students to truly engage in strategic operations or market decision-making. Although this cooperation model allows students to experience the corporate environment, it offers limited benefits for actual skill enhancement.

### **3.4 Insufficient Faculty Strength**

The rapid development of the new business field demands higher qualifications from teachers, who not only need solid theoretical foundations but also practical business operation skills, and should be able to integrate emerging technologies (such as big data, artificial intelligence, etc.) into their teaching. However, the faculty strength in some current universities cannot meet this demand. While

teachers may excel in academic research, they lack close connections with industry, particularly in technical practice and market application.

Insufficient faculty strength results in students learning overly theoretical knowledge, lacking practical experience, and failing to meet companies' demands for compound new business talent. Graduates, especially in technology-intensive positions, often demonstrate inadequate operational and problem-solving skills.

### **3.5 Poor Student Adaptability to Employment**

The employment adaptability and professional capabilities of new business students directly affect their job success rate and workplace performance. However, many new business graduates currently show issues of weak adaptability and insufficient practical abilities when facing real job tasks. Although they possess a wealth of theoretical knowledge from school, they lack the ability to independently solve problems, especially in complex business environments.

Poor adaptability leads to graduates experiencing frustration during early employment, impacting their career development. Additionally, insufficient professional capabilities weaken students' competitiveness in the job market, slowing their career advancement.

## **4. Analysis of Causes of Problems**

### **4.1 Disconnect Between Industrial Transformation and Education Lag**

#### **1) Rapid Industrial Transformation**

In the context of rapid development in digitalization and intelligence, industry demand and technological updates are frequent. For example, traditional manufacturing is transitioning to smart manufacturing, requiring employees to possess new skills and technologies. The long update cycle of university courses and teaching content cannot keep pace with the rapid industrial transformation. Traditional curricula and teaching methods struggle to meet the demands of emerging industries for talent.

#### **2) Rigid Educational System in Universities**

The educational system and curriculum design in universities have changed slowly over the

years. Course design and teaching methods are constrained by traditional educational models, making reforms difficult. The administrative management system and resource allocation in education limit innovation in course content and teaching methods, leading to educational content and methods failing to reflect industrial changes and emerging demands timely.

#### **4.2 Imperfect School-enterprise Cooperation Mechanisms**

##### **1) Superficial Cooperation Models**

Most current school-enterprise cooperation models focus on internship and job placement, lacking in-depth collaboration in course design and talent cultivation. The cooperation mainly revolves around “face value,” with enterprises merely serving as external resources without being involved in actual talent development and practical training. This kind of superficial cooperation fails to meet the real needs of students or enterprises, resulting in the ineffective use of cooperation resources.

##### **2) Lack of Long-term Cooperation Strategy**

Most school-enterprise cooperation projects lack long-term planning and strategic support. Short-term cooperation modes, such as internship programs, do not contribute to the long-term growth of students’ practical abilities. The lack of long-term cooperation frameworks makes it difficult for students to continuously gain workplace experience or for enterprises to evaluate student capabilities and select suitable candidates.

#### **4.3 Insufficient Practical Abilities of Teachers**

##### **1) Insufficient Practical Experience Among Teachers**

Many teachers lack practical work experience in the field of business studies, with the teaching content primarily based on theoretical knowledge. Most teachers focus on academic research and lack corporate practice experience, making it difficult for them to effectively integrate real-world cases and experiences into classroom teaching. This negatively impacts students’ understanding of the actual conditions in the industry.

##### **2) Insufficient Motivation for Teaching Reform**

Both teachers and management exhibit low enthusiasm for teaching reform, leading to

slow progress. The reforms involve changes in teachers’ work methods and teaching strategies, and some teachers hold a conservative attitude toward change, lacking sufficient motivation and support for reform. Furthermore, the lack of effective incentives and support measures during the reform process also affects the pace and effectiveness of the changes.

#### **4.4 Unclear Career Planning for Students**

##### **1) Absence of Career Planning Education**

Higher education institutions generally do not pay enough attention to career planning education for students, lacking systematic career guidance courses and resources. The absence of career planning courses and guidance services leaves students with unclear ideas about their future career directions and goals during their studies, resulting in vague learning and development objectives.

##### **2) Ambiguous Self-Positioning**

Many students lack a clear understanding of their own interests and career goals, as well as effective self-assessment and career development planning abilities. The lack of systematic career planning and development support means that students receive insufficient guidance and assistance when choosing career paths and setting career goals, leading to unclear professional positioning and development directions.

### **5. Improvement Suggestions**

#### **5.1 Construct a Dynamic Curriculum System**

##### **1) Establish a Dynamic Curriculum Update Mechanism**

Measures: Set up a dedicated curriculum committee to regularly communicate with industry associations and companies to gather the latest information on industry trends, technological innovations, and market demands. Establish an information feedback mechanism to relay this information promptly to curriculum design and implementation departments.

Implementation Suggestions: Hold a curriculum review meeting each semester, inviting industry experts to discuss updates to course content. Adjust the syllabus and teaching materials based on industry development reports and company needs surveys.

2) Introduce Courses on Cutting-edge Technologies and Emerging Fields

Measures: Develop and introduce new courses focusing on cutting-edge technologies, such as big data analytics, artificial intelligence, and blockchain technology, ensuring students are exposed to the latest tools and technologies. Courses should include practical application cases to enhance students' real-world skills.

Implementation Suggestions: Collaborate with technology companies to develop course content, invite industry experts to teach, and regularly update course materials. Include course experiments and projects with a focus on hands-on practice.

3) Interdisciplinary Curriculum Design

Measures: Design interdisciplinary courses that combine business studies with other disciplines (such as computer science and data analytics) to cultivate students' comprehensive abilities and innovative thinking. These courses should focus on solving practical problems rather than merely theoretical learning.

Implementation Suggestions: Establish an interdisciplinary curriculum development team to design integrated courses that include business, technology, and management. Organize interdisciplinary projects where students can apply their knowledge to solve real-world problems.

## **5.2 Deepen School-enterprise Cooperation and Improve Practical Teaching Quality**

1) Establish Long-Term Stable School-enterprise Cooperation Relationships

Measures: Sign long-term cooperation agreements with companies, clarifying their roles and responsibilities in curriculum design, internship arrangements, and project guidance. Create a long-term cooperation mechanism for company participation in course development and student internships.

Implementation Suggestions: Sign cooperation agreements, establish a school-enterprise cooperation office, and regularly organize school-enterprise exchange meetings to evaluate and adjust cooperation effectiveness.

2) Establish Corporate Internship Bases and Practical Platforms

Measures: Collaborate with companies to set up "corporate internship bases," providing students with real work environments and practical tasks. The internship bases should

offer a variety of projects covering multiple industry fields.

Implementation Suggestions: Create dedicated internship spaces and projects within companies, arranging for students to participate in daily operations and project management. Appoint internship mentors to provide guidance and feedback.

3) Encourage Companies to Participate in Course and Textbook Development

Measures: Invite industry experts to participate in course design and textbook writing to ensure course content aligns with actual job demands. Experts should provide industry case studies and best practices to enrich teaching materials.

Implementation Suggestions: Establish a corporate expert advisory committee to regularly review courses and textbooks, offering industry insights and suggestions. Update course content and materials based on company needs.

## **5.3 Enhance Faculty Practical Levels**

1) Organize Teacher Corporate Internship Activities

Measures: Regularly organize short-term internships for teachers in companies to understand industry conditions and technological developments. Internship content includes business operations, technology applications, and project management.

Implementation Suggestions: Arrange for teachers to participate in corporate work projects, regularly providing feedback on internship outcomes and facilitating discussions to share practical experiences.

2) Establish Teacher Training Funds and Academic Exchange Platforms

Measures: Create dedicated funding to support teachers' participation in domestic and international industry training and academic exchanges, enhancing their industry awareness and teaching standards. Funds can be used for training fees, conference registration fees, and travel expenses for academic exchanges.

Implementation Suggestions: Set up a teacher training fund, establish funding criteria and application processes. Organize regular academic exchange activities to encourage teachers to participate in international conferences and industry seminars.

3) Invite Corporate Experts and Practical Lecturers

Measures: Invite corporate experts and



practical lecturers to teach courses, sharing industry experiences and real case studies to enhance the practicality and foresight of the curriculum. Experts should be involved in course design, teaching, and student guidance. Implementation Suggestions: Create a pool of corporate experts, regularly inviting them to give lectures and teach, and organizing practical courses and seminars to enhance both teachers' and students' industry knowledge and skills. A certain university has significantly improved its teachers' practical abilities and teaching levels by organizing short-term internships and participating in industry seminars. Additionally, the school has invited corporate experts to teach, increasing the practicality and foresight of its courses.

#### **5.4 Strengthen Career Planning and Employment Guidance Mechanisms**

##### **1) Conduct Systematic Career Planning Courses and Lectures**

Measures: Integrate career planning and employment guidance modules into the curriculum to help students clarify their career goals and develop career development plans. This includes career interest assessments, goal setting, and skills training.

Implementation Suggestions: Offer career planning courses, organize career development lectures and hands-on workshops, and invite industry experts for career guidance. Provide personalized career planning counseling and advisory services.

##### **2) Provide Personalized Career Guidance Services**

Measures: Offer one-on-one career counseling services to help students develop career paths based on their personal interests, abilities, and market demands. Counseling topics include resume writing, interview skills, and professional skill enhancement.

Implementation Suggestions: Establish a career counseling center, assigning professional career advisors for personalized guidance. Regularly assess students' career development progress, providing feedback and suggestions.

##### **3) Build Alumni and Corporate Cooperation Networks**

Measures: Establish alumni and corporate cooperation networks, regularly organizing alumni visits and company tours to provide real career opportunities and networking

resources. The alumni network should cover various industries and positions to offer students career development opportunities.

Implementation Suggestions: Organize alumni forums and corporate meet-and-greet events, creating a career development support platform. Use alumni and corporate networks to provide internships, employment, and career development opportunities.

#### **6. Conclusion**

The cultivation of new business talent in applied universities of Hubei Province faces numerous challenges. Addressing issues such as a single teaching model, outdated curriculum, insufficient school-enterprise cooperation, weak faculty strength, and poor student adaptability to employment is essential for improving the quality of talent cultivation. By constructing a dynamic curriculum system, deepening school-enterprise cooperation, enhancing faculty practical levels, and strengthening career planning mechanisms, the quality of new business talent cultivation can be improved, ensuring that talent supply meets market demand and contributing to regional economic development.

#### **Acknowledgments**

The research outcomes of the 2023 university-level teaching reform project at Hubei Business College, titled "Research on the Training Model for Application-oriented New Business Talents Based on Industrial Development Needs" (Project No. 202339).

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